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ABSTRACT

Noting that many teachers and some states have abandoned traditional testing methods of public school students in favor of authentic and performance-based assessment, this paper shares alternative assessment methods used by two teacher educators. After a brief introduction to the issues of authentic assessment in reading education courses, the paper discusses having preservice teachers keep a content journal or double entry log and write formal summary/reaction papers to material in the course. The paper next discusses the reading/writing workshop that begins each class period, including writing annotation of children's literature discussed in the workshop setting. The paper also discusses a project to create a literate classroom environment, a checklist for read-aloud behaviors, a take-home essay question, a classroom observation instrument, and a project to implement reading strategies in the content areas. (RS)

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AUTHENTIC ASSESSMENT IN READING EDUCATION COURSES

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AUTHENTIC ASSESSMENT IN READING EDUCATION COURSES

Across the country, many teachers of elementary, middle, and secondary level students have begun to use non-traditional assessment methods. While multiple-choice and standardized tests are still used in many states, some, such as Kentucky, have completely abandoned traditional testing methods of public school students in favor of authentic and performance-based assessment. Other states, such as Illinois, now mandate some form of alternative assessment. While vast changes have occurred in a relatively short period of time in terms of assessment for public school students, many teacher educators have continued to use the more traditional means of assessment when evaluating the performance of preservice teachers. Multiple-choice and essay tests are common, and, while most teacher education programs now contain an extensive field-based component prior to student teaching, methods of evaluation and observation vary widely. Thus the purpose of this presentation is to share alternative assessment methods used by two teacher educators from two states that have proven effective in the evaluation and assessment of preservice teachers.

Winograd (1994) described six challenges that face teachers interested in developing alternative assessments. While Winograd's column in *The Reading Teacher* is directed primarily to classroom teachers, the problems discussed certainly apply to teacher educators interested in designing appropriate alternative assessment tasks for future teachers. Thus, incorporated within the context of undergraduate reading education courses are the following issues: 1) clarifying the goals of assessment, 2) clarifying the audiences to be addressed, 3) selecting and developing assessment techniques and tasks, 4) setting standards of student performance, 5) establishing methods of management, and 6) integrating assessment and instruction.

A number of authentic assessment tasks, focusing on continuous progress assessment, are appropriate for students enrolled in undergraduate reading education courses. Among the specific tasks utilized in our courses are checklists for a variety of purposes, conferencing, observations, performance events/exhibits, portfolios, logs, self-reflection/assessment entries, and variations on the traditional examinations. Evaluation systems and the means by which those systems are communicated to our students are very important aspects of our instruction. Relating the assessment of our students to means of assessment in K-12 classrooms by modeling the integration of such assessment and instruction can only prove beneficial to preservice teachers' preparation for full-time classroom instruction.

REFERENCE

Winograd, P. (1994). Developing alternative assessments: Six problems worth solving. *The Reading Teacher, 47* (5), 420-423.

CI 312, Teaching Reading in the Elementary School
Reference

A major goal of the Teacher Education Program at Southern Illinois University at Carbondale is to teach students how to be reflective about their educational experiences. This goal is based on the premise that:...we benefit from our experiences by preparing for and reflecting on them. Preparation opens our eyes to the social and personal backgrounds of the people with whom we work. Reflection enables us to consider the consequences of our actions in light of our past experiences and the ideas derived from our formal study of education. Together, these two activities increase our ability to work in a thoughtful and appropriate manner rather than merely repeating mindlessly the practices of past teachers. (Posner, 1989, ix-x)

With that premise in mind, the following three assignments have been designed to guide students along the road to independence in reflective thinking about their educational experiences.

Writing is a way to clarify and focus your thoughts and ideas. A content journal or double entry log is different from a diary in which you record strictly personal thoughts and ideas. A content journal or double entry log is also different from a notebook in which you usually record just the major points of what you have read or listened to. A content journal or double entry log is a place for you **to think** about what you are learning; it is a place for you **to record your personal responses** (e.g., questions, clarifications, affirmations) to what you are learning.

While writing in your content journal or double entry log, try to use the nine thinking processes to focus your thinking. REVIEW the information you have read before writing. MONITOR what makes sense and what is confusing. CALL UP your past experiences. CONNECT these experiences to what you have read. ORGANIZE the new information presented. Try to IMAGE your future classroom and PREDICT how your class will respond to various activities. EVALUATE how well you think the various strategies will work with different children at different grade levels. APPLY as much as you can to whatever experiences you currently have working with children. Using the nine thinking processes as you write in your journal or log will help you both to think more deeply about what you are learning and to function automatically with the thinking processes. You will then find it much easier to encourage the children you teach to sharpen these thinking processes. Use your content journal or double entry log to record your thoughts about and personal responses to what you are learning. (with apologies to Cunningham et al., 1989, p.19)

LOOSELEAF BINDER ORGANIZATION

Keep your content journal or double entry log in a nine by twelve (or thereabouts) looseleaf/ring binder. Do not use a spiral notebook. Your journal/log pages will be called in periodically for responses from the course instructors.

1) **DOUBLE ENTRY LOG**

2) **CONTENT JOURNAL**

3) **FORMAL SUMMARY/REACTION PAPERS**

4) **GROUP NOTES**

5) **CLASS HANDOUTS**

DOUBLE ENTRY LOG

This log will allow you to keep **notes related to each chapter of your textbook** reading in your 9x12 looseleaf binder. The left side of each page will contain important notes from your textbook. The right side entry will contain reactions: **questions** about that material and **connections** you make between your background of experience and the text or between the text and other reading you do. You should **label/head each entry** with the chapter number and title.

CONTENT JOURNAL

Your content journal entries will be primarily reactions which you write either after your workshop discussions of assignments or as a 15 or so minute "write." They generally will be given a particular focus or question to be addressed

FORMAL SUMMARY/REACTION PAPERS

One of your tasks for this course is to react to and summarize a number of journal articles and videotapes which relate to the content of reading methodology. The **reactions** you write are free of structure; in those, you are to indicate how you respond personally and/or professionally to the content of the articles and videotapes; you are to connect your past experience with the concepts about which you are reading. Much more structure is given you for the writing of the **summaries**. This has been done to guide your thinking about the problems and solutions being addressed in the articles and videotapes and the reasons for those. Without reaching an understanding about the underlying reasons for educational problems and the rationales for possible solutions, we are, quite simply, likely to steep ourselves in mediocrity, unable to address the situations that face us with individual students, in particular classrooms, or with the educational milieu as a whole.

As you write your **summaries and reactions** of the assigned articles in the packet of readings and to the videotapes which you view in class, consider and address the following points or questions:

SUMMARIES

1) What is the **PROBLEM** being addressed? **WHY** is that particular item or situation a problem? (Why has the article or videotape been published?)

2) What **SOLUTIONS** to the problem are proposed in the article or videotape? **WHY** are these solutions appropriate ones? (That is, how and why will these solutions help children learn?)

3) **If** there is a strategy, plan, or instructional idea included in the article, mention it, but include it or a description of it as a separate entry following your summary/reaction.

REACTIONS

4) What is **YOUR REACTION** to this article or videotape, its problem, and the solutions presented? How does your background of experience tie in/connect with the concepts or processes discussed in the article or videotape? If you have no experiences you can relate to the concepts or processes being discussed, project how and/or why you would or would not utilize the concepts or processes in your future classroom.

READING/WRITING WORKSHOP

Each class will begin with a workshop group session where you will work in small groups to:

- discuss the reading/writing assignments.
- read/listen to, discuss and write an annotation card for a piece of children's literature.

Each member of the group will have a role and responsibilities during these sessions. The roles will be rotated on a regular basis.

Roles and Responsibilities of Group Members

Scribe - keeps dated notes of session with cited reference of topic; prepares legible, proofread copies of notes for each group member and for Dr. Smith.

Director - begins/leads discussion; has written record of current assignments; keeps group on task; insures that all members participate.

Literary Luminary - finds and records definitions of unknown and/or unclear words or terminology; reports findings to group.

Reader - selects an appropriate piece of children's literature and reads it to the group; leads discussion of instructional uses of selection; may occasionally be asked to share selection with whole class.

Each day students should arrange desks into small group configuration at beginning of class. Immediately begin discussion of assignment as group members arrive. Return desks to horseshoe configuration for "whole class" discussion.

Note: Group members should exchange phone numbers.

ANNOTATED BIBLIOGRAPHY

You will keep a notebook of 5x8 file cards for annotations of children's literature read in class and in workshop groups. Generally, each piece of literature will be recorded on a separate card. Each card will contain at least the following basic information.

Front:

full reference citation (author/illustrator, publication date, title, place of publication, publisher)
short annotation/summary
genre
theme
range of reading levels (independent/read to)
awards

Reverse:

instructional uses/activities
related books
other books by same author/illustrator

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CREATING A LITERATE ENVIRONMENT

As with anything that is done in an instructional setting, the literate classroom environment needs to be designed, it cannot be allowed to "just happen"! This assigned project will give you the opportunity to project **what** you want to see addressed in your own classroom, **how** you want to deal with particular instructional issues, and to clarify for yourself **why** these issues and concepts are important for your students' learning. **Points may be deducted for lack of quality,** even though you have included all parts in sections of the paper. Minimal quality= minimal point value.

(6) 1. Reread the Greenspan and Lodish or the Rasinski article (or any other pertinent articles) to help you formulate your personal philosophy -- that is, What is your role as a teacher? How will you relate to the children/students in your classroom? What do you wish your classroom environment to "say" about you and your instruction?. (Introduction)

(2) 2. **Choose a grade level** and indicate what that is.

(10) 3. On 8 1/2 x 11 inch paper, **design a classroom floor plan;** include furniture arrangement, center locations, and related items. Pay attention to scale; try to be complete.

(32) 4. **Describe** for the following **how** each component/center **would be used** and **what materials** would be found therein. (a-Determine what will be put in each center. Provide a substantial list of materials for each center, and place this list at the beginning of each center's description, either in column or full sentence form. b-Envision and describe each center in operation. It may be helpful to answer these questions in the description: When will you/your students use the center; how often on a schedule, during "free" time, whole class, small groups, individuals; why will they be there, what will they do there?)

Classroom library
Writing area/Publishing center/Computer center
Oral language area
Listening center
Art center
Social studies center
Science center
Math center

(42) 5. **Describe**, in fair detail, how each of the following will be used. (Give specific examples; answer the question: what do you and your students do in regard to ____? Picture how you would like it to be, then describe it!) **Give rationales** from your readings to justify your position in each area. (Remember that rationales always explain **why**. If your principal were to ask you WHY you are doing what you are doing, how would you justify and explain your reasons? Provide <u>two</u> kinds of rationales: a-give one **cited** rationale from your readings/viewings that clearly explains why "the experts" say it is a good idea for you to be engaging the students in each task. b-give a second rationale that is your personal explanation of why you are engaging students in the use of each of these attributes.)

Functional/environmental print
Content of the classroom reading program
School library
Teacher reading aloud time
Children's independent reading time/SSR
Literature response activities
Integrated language arts activities

(2) 6. **Use headings** for each of the sections which have been listed in #4 and #5.

(6) 7. Technical presentation. Such aspects as neatness, spelling, grammar, and organization will be noted and evaluated. Please **proofread**.

8. **Bibliography/reference list**, with full reference citations, should be included at the end of the paper. In the body of the paper, cite author and date of publication.

9. Include a **cover page**, with name, section number, and date listed.

10. **Type this assignment!** This project requires a considerable amount of time. **Start immediately!**

CHECKLIST FOR READ-ALOUD BEHAVIORS

1) Does the reader introduce the book to the audience before reading? (discuss title and author, predict what will occur)

2) Does the reader set a purpose for the audience before reading?

3) Does the reader use expression while reading the text?

4) Does the reader show the audience the pictures as he/she reads?

5) While reading the book, does the reader encourage the audience to predict what will happen next? (context clues, picture clues, prior experience)

6) While reading the book, does the reader pause and allow the audience to discuss how their early predictions may have changed, in light of what has been read?

7) After reading the book, does the reader lead a discussion of the book? (purpose for reading, changes in predictions, individual reactions)

Date	Date
Title	Title
Reader	Reader
Comments	Comments
Date	Date
Title	Title
Reader	Reader
Comments	Comments

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CI 312
TAKE HOME ESSAY QUESTION

(NUMBER the portion of the question that you are explaining. SEPARATE sections of your answer into individual paragraphs.) The clearer your responses, the easier it will be for me to give you credit for your efforts! (Typing is not required, but will certainly be appreciated.)

Imagine that you are about to begin teaching your fifth graders a unit dealing with the theme of exploration and new frontiers . You have the luxury of focusing the unit in whatever direction you (or your students) choose. Your goal is to design a holistically oriented instructional unit, incorporating the language arts processes with whichever (one or more) content area(s) you select.

For the purposes of this question:

1) **NAME** the **focus/topic** of your instructional unit.

2) **LIST** the **content area(s)** you wish to include in the unit.

3) a) **SELECT two strategies** that you might use during the course of this unit. You might choose from (but aren't limited to) such strategies as: K-W-L, QAR, content/focus journals, think-alouds, content comprehension lessons, graphic organizers or webs, concept maps, process writing, scavenger hunts, and literature study groups.
b) **EXPLAIN why** you would choose each particular strategy for use with this specific unit of study. In other words, **what purpose is being served** by using the given strategy?

4) a) **SELECT** at least **two pieces of children's literature** to use with your study.
b) **LIST** author and title of the piece.
c) **EXPLAIN** how you would use each piece with your unit.

5) **NAME** and **EXPLAIN one manner** which you would use **to evaluate** your students' progress in some aspect of their study.

CI 312
Examination #1
Sample multiple-answer questions

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REA 412 CLASSROOM OBSERVATION INSTRUMENT

Department of Elementary and Secondary Education
Murray State University

Student_____ Date_____

MSU Faculty_____ # minutes observed_____

Legend: S= Satisfactory NA=Not Applicable NO=Not Observed NS=Not Satisfactory M=Standard is Met NM=Standard is Not Met IN = Improvement is Needed

Standard I: Designs/Plans Instruction

Indicators: ❑S ❑NA ❑NO ❑NS

Evidence: ❑M ❑NM ❑N

Focuses instruction on one or more of Kentucky learner goals	❑S ❑NA ❑NO ❑NS
Proposes relevant learning experiences	❑S ❑NA ❑NO ❑NS
Incorporates strategies that address diversity and show sensitivity to individual differences	❑S ❑NA ❑NO ❑NS
Includes appropriate assessments	❑S ❑NA ❑NO ❑NS

Standard V: Reflects upon Teaching/Learning

Indicators: ❑S ❑NA ❑NO ❑NS

Evidence: ❑M ❑NM ❑N

Accurately assesses, analyzes, and communicates the effectiveness of instruction - changes to improve student learning	❑S ❑NA ❑NO ❑NS
Analyzes and evaluates the effect of learning experiences on individuals and on the class as a whole - changes to improve student learning	❑S ❑NA ❑NO ❑NS

Written response to Standard V.

Standards VI & VII - *Collaborates with Colleagues / Parents / Others and Engages in Professional Development* are addressed with other components of ELE 300, ELE 305 and REA 306.

Return as soon as possible but not later than the next class session. You may leave the COI in your instructor's mailbox on the third floor of Wells Hall; but, you are responsible to see that it is returned to the instructor.

REA 527: Secondary School Reading

Implementing Reading Strategies in the Content Areas
Project Description and Guidelines

Overview of Project:

Students will:

- *select a unit topic,
- *provide a rationale for the topic,
- *compose a written overview or general description of the implementation of the topic in a secondary school setting,
- *develop a lesson that would be one aspect or component of the overall topic,
- *obtain feedback from peers concerning the topic and lesson ideas,
- *present the lesson to peers,
- *self-evaluate performance (by reviewing a videotape of the lesson),
- *submit the unit overview, lesson plan, and self-evaluation to the instructor.

Dr. Higginson's Tasks:

- *provide students with examples of unit topics (i.e., author studies, topical studies, genre studies)
- *provide students with examples and nonexamples of rationales and overviews for topics
- *provide students with several possible lesson formats
- *provide students with a list of teaching strategies from text and class and model appropriate/inappropriate strategies with Venn diagrams
- *determine groupings: initial feedback as well as lesson presentations
- *organize due dates for initial feedback from peers, lesson presentations, videotape reviews, and finished project

Instructions for Students:

Planning.....

Over the past eight weeks, you have read about and participated in a number of teaching strategies appropriate for secondary school students. We have discussed the role of secondary reading, the nature of reading comprehension, the important role of prior knowledge, the need to stimulate vocabulary development at the secondary level, reading/writing connections, and the use of literature across the curriculum.

Now you are asked to consider the content area in which you plan to teach. Identify a **topic** appropriate for study in your content area. For example, in English, one might choose an author study; in history, one might

choose slavery; or, in chemistry, one might choose chemical pollution.

Once you have selected a topic, locate materials that students would read related to the topic. The materials may be fiction or non-fiction and may include books, articles, essays, poems...anything that might be used in teaching secondary students.

Determine your **audience**. Specific factors to consider are: grade level, class size, racial mix, economic levels, and urban or rural setting. Here, you must also anticipate students' degree of familiarity with the topic you have chosen.

Once you have determined your topic, located materials to be used, and made decisions about your audience, develop a **rationale** for the study of this topic and the use of the materials you have selected to be read. Consider KERA's Learner Outcomes in the development of your rationale.

Next, provide an **overview** of how the topic would be implemented. In your overview, you should show how the topic will be introduced to your audience, how the reading materials will be implemented, and how your audience will participate in the study of the topic. Here, you may wish to describe instructional approaches to be used, tasks to be completed by the students, and measurement (assessment) of learning by the students.

Select one component of your overview for more specific development. This will result in a **lesson plan** to be presented to a group of REA 527 students.

On **November 1**, you will meet with a group of your peers to share your topic and lesson plan ideas.

Implementation.....

On **November 8** **or** **November 15** you will present your lesson to a group of 13-15 of your peers. The lesson (or portion of the lesson) should not exceed *15 minutes*. Your presentation will be evaluated by your instructor as well as your peers and you will receive feedback concerning: the introduction of the lesson, the demonstration of the teaching strategy, the degree to which you involve your audience, and the overall quality of the presentation. Your presentation will be videotaped.

Self-evaluation.....

Between **November 8** **and** **November 29**, review the videotape of your lesson. Write a self-evaluation of your presentation and include both strengths and areas for improvement. Describe any action you intend to take concerning areas for improvement.

The final product.....

Submit the background information (topic, rationale, overview), lesson plan, and self-evaluation on **November 29.**

Instructor Evaluation:

1) Written:	*rationale	10
	*selection of materials	5
	*audience	5
	*overview	10
	*lesson plan	25
	*self-evaluation	15
2) Oral:	*introduction	5
	*quality of demonstration	10
	*involvement of audience	5
	*overall quality	15

Note: peer evaluation of the oral presentation will be averaged with instructor evaluation.

TOTAL..... 100 points

List of Teaching Strategies:

Chapter 3:	Question-Answer Relations (pp. 40-45)
	Study Guides (pp. 45-54; pp. 196-197)
	K-W-L (pp. 100-102)
Chapter 5:	Anticipation Guide (pp. 102-106)
	Graphic Organizers/Word Webs (pp. 105-108 and 129-134)
	Writing Solutions to Problems Posed Before Reading (pp. 108-110)
	Role Playing and Simulations (pp. 111-112)
Chapter 6:	Firsthand Concept Development (pp. 124-125)
	Word Scavenger Hunts (pp. 125-126)
	Semantic Feature Analysis (pp. 126-129)
	Previewing in Context (pp. 137-138)
Chapter 7:	Word Maps (pp. 138-140)
	Guided Writing Activity (pp. 155-156)
	SPAWN (pp. 163-164)
Others:	List-Group-Label
	Possible Sentences
	Guided Reading Procedure
	SOURCES
	ReQuest